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ABSTRACT

This process evaluation focused on the compensatory education delivery system in reading and mathematics in the Saginaw (Michigan) School District, which consists of three programs: (1) an elementary academic achievement program that involved 2,105 students, who were taken out of regular classrooms; (2) a secondary academic achievement program that involved 379 students in self-contained classrooms; and (3) an elementary preventive program that involved 200 students in classrooms with student/teacher ratios of approximately 13 to 1. Program participants were screened with the California Achievement Tests. A 65-item needs assessment questionnaire was administered to teachers and administrators in each of the programs. The items, representing 13 categories of functions, were rated on the degree to which they should exist, as well as the degree to which they actually existed. Results were used to generate a priority needs index for each of the items and were also intended to be used in program planning. Functions which consistently received high priority rankings included professional development; parent and community involvement; program goals and objectives; recognition and reward of excellence; coordination with other school programs; program goals and objectives; instructional materials, methods, and approaches; leadership; and expectations of students. The questionnaires and results are appended. (GDC)

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EVALUATION REPORT

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COMPENSATORY EDUCATION PROCESS EVALUATION: ELEMENTARY AND SECONDARY ACADEMIC ACHIEVEMENT AND PREVENTION (P^2) PROGRAMS

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COMPENSATORY EDUCATION PROCESS EVALUATION: ELEMENTARY AND SECONDARY ACADEMIC ACHIEVEMENT (A^2) AND PREVENTION (P^2) PROGRAMS

An Approved Report of the
DIVISION OF ADMINISTRATION AND PERSONNEL
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March, 1987

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PROGRAM DESCRIPTION

The School District of the City of Saginaw operates a compensatory education delivery system in reading and mathematics consisting of three programs--elementary and secondary Academic Achievement (A^2) and the Prevention Program (P^2). The elementary A^2 is a pull-out program periodically taking students out of regular classrooms which involved approximately 2,105 students in grades one through six. The secondary A^2 is a self-contained classroom program which involved approximately 379 students in grades seven through nine. The A^2 program is the primary compensatory education delivery system as it was the older, more well-established and larger of the delivery systems. It is funded by both the Federal Education Consolidation and Improvement Act (ECIA) Chapter 1 and Article 3 of the State School Aid Act.

P^2 is a program which operates in regular classrooms with student/teacher ratios of approximately 13 to 1. During this third year of the three year pilot effort, the program served some 200 youngsters in grades two through four. P^2 classrooms are housed at four elementary school sites (Nelle Haley, Heavenrich, Longfellow, and Jessie Rouse). It is funded by both ECIA Chapter 1 and General Fund.

Summarized in the chart below are a number of demographic characteristics that describe both the elementary and secondary levels of A^2 and elementary P^2 in greater detail.

DEMOGRAPHIC CHARACTERISTICS OF THE ACADEMIC ACHIEVEMENT AND PREVENTION PROGRAMS

Program	Grade Levels Served	Approximate Number of Students Served	Number of Full-Time Equivalent Teachers	Number of Full-Time Equivalent Aides	Number of Elementary Sch Sites	Program Setting*	Instructional Services
Academic Achievement, Elementary	1-6	2,105	32.0	4.5	23	Pull-out	- Reading - Mathematics
Academic Achievement, Secondary	7-9	379	8.6	0.0	3	Self-Contained Classroom	- Reading - Mathematics
Prevention, Elementary	2-4	200	17.0**	0.0	4	Self-Contained Classroom	- Reading - Mathematics

*Students in intact classrooms receive 75% or more of their compensatory education instruction within the confines of the classroom, while students in the pull-out program receive 75% or more of their compensatory instruction outside the confines of their regular classroom.

**Of the 17 full-time equivalent teachers, 8.5 are funded by General Fund sources and the other 8.5 are funded by ECIA Chapter 1.

As can be seen from the chart above, the primary purpose of the programs is to improve the reading and mathematics achievement of a designated number of educationally disadvantaged children. The children in the program are screened for entry with the California Achievement Tests (CAT). This year approximately 2,684 pupils are participating in the compensatory education programs.

The broad goals of these programs are to: 1) provide intensive academic instruction to the educationally disadvantaged vantaged, 2) involve parents in the program, 3) supply students with incentives for academic improvement, 4) operate staff inservice programs, 5) measure academic growth, and 6) prepare students to effectively meet the academic competition of the general classroom. These goals are the focus of the Compensatory Education Department's activities throughout the 1986-87 school year.

PROCESS EVALUATION PROCEDURES

A process evaluation involves monitoring a program throughout the year to determine if the program is being implemented as planned. This makes it possible to identify strengths and weaknesses that influence a program's outcome. For these programs, the process evaluation was accomplished by a set of needs assessment questionnaires to compensatory education teachers, a sample of regular education teachers, and each principal at the compensatory education buildings. The instruments were distributed to the respondents on December 4, 1986 either by means of a mailing or a regularly scheduled meeting of the elementary A^2 staff (see Appendix A for a copy of the various instruments and memos used for distribution). The completed instruments were to be returned via inter-office mail by December 17, 1986. Completed instruments were last received from respondents on January 19, 1987.

What Is a Needs Assessment?

A needs assessment is a logical problem solving tool. It is usually the first step and a vital component of comprehensive program planning. A needs assessment is not a program change by itself, but it is a method for helping to determine if change is necessary or desired. It provides information which assists in setting priorities for future development and provides a basis for allocating scarce resources.

A needs assessment is a structured process for identifying and documenting the difference between "what is" and "what should be". The needs assessment process determines: (1) the differ-

ences which exist between a desired state of affairs with respect to important goals and functions and the present or actual state of conditions and (2) a list of prioritized needs from these identified differences.

In addition to prioritizing needs in terms of the ongoing functions and goals of a program, a needs assessment should provide a sense of direction regarding new or emerging needs and issues.

A needs assessment is a systematic process which asks three relatively simple questions:

1. Where are we?
2. Where do we want to go?
3. How do we get from here to there?

In essence, the results of a good needs assessment form the basis for sound goal setting and planning.

How Were the Data Collected?/What is a Priority Need Index?

The questionnaire contained a total of 65 statements about compensatory services and program components, and the respondents were asked to indicate the following for each statement:

1) In your opinion, to what extent should the stated condition exist? and,

2) From your knowledge, to what extent does the stated condition exist.

The degree to which a difference exists between what should be, and what is constitutes a need. The following example illustrates the response choices used for the survey, how the need

index was determined and how the priority need index (PNI) was established.

EXAMPLE:	The compensatory education teachers in our schools take an individual interest in their students?	Should Exist	Actually Exists
		5	3

A) In your opinion, to what extent should the stated condition exist?

B) From your knowledge, to what extent does the stated condition actually exist?

A)	Should Exist	? Do not know	1 Not at all	2 To a slight extent	3 To a moderate extent	4 To a fairly large extent	5 To a very large extent
B)	Actually Exists	?	1	2	3	4	5

The following is a more detailed explanation of the above responses.

	SHOULD EXIST		ACTUALLY EXISTS
?	Do not know the extent to which the stated condition should exist.	?	Do not know the extent to which the stated condition exists.
1	Stated condition should not exist at all.	1	Stated condition does not exist at all.
2	Stated condition should exist to a slight extent.	2	Stated condition exists to a slight extent.
3	Stated condition should exist to moderate extent.	3	Stated condition exists to a moderate extent.
4	Stated condition should exist to a fairly large extent.	4	Stated condition exists to a fairly large extent.
5	Stated condition should exist to a very large extent.	5	Stated condition exists to a very large extent.

For the example used, the need index was 2 (the difference between "should exist" value of 5 and the "actual exist" value of 3). To obtain a clearer understanding of the relative priority ranking of the expressed needs, it was helpful to also know where on the response scale the difference occurred. For example, a need index of 2 would result from the difference between a "desired" of 3 and an "actual" of 1, while at the same time, the difference between a "desired" rating of 5 and an "actual" rating of 3 also yields a need index of 2. Therefore, to help establish priorities among needs, the following procedure was employed. The needs were weighted by multiplying them by their respective ratings on the "should exist" dimension. This resulted in a Priority Need Index (PNI). This index takes into account the magnitude of the desire of the respondents to have a given condition present in the school district. The PNI could be thought of then as an automatic prioritizing need indicator.

EXAMPLE:		Should Exist (Desired)	Actually Exists
	The compensatory education teachers in our schools take an individual interest in their students.	5	3

Should - Actual = Need Index

5 - 3 = 2

Need Index x "Should" = Priority Need Index

2 x 5 = 10

One might well ask what are the limits to the size(s) of priority need indices? The theoretical limits range from a +20 to -6. The upper theoretical limit is obtained in the following situation.

Should	-	Actual	=	Need Index	x	Should	=	PNI
5	-	1	=	4	x	5	=	20

The lower theoretical limit can be obtained in the following following two ways.

Should	-	Actual	=	Need Index	x	Should	=	PNI
3	-	5	=	-2	x	3	=	-6
				OR				
2	-	5	=	-3	x	2	=	-6

In other major studies conducted over the years the actual PNI's obtained have never approached the limits of the scale. The scale is obviously biased toward pointing up areas of concern in that it contains many more points indicating "need" (positive values) than it has indicating "lack of need" (negative values).

Table 1 below illustrates both the theoretical and actual limits under discussion.

TABLE 1. THEORETICAL PRIORITY NEED INDEX (PNI) LIMITS CONTRASTED WITH ACTUAL FUNCTION PNI LIMITS FOR THE PREVENTION PROGRAM (P^2) AND ELEMENTARY AND SECONDARY ACADEMIC ACHIEVEMENT (A^2).

Theoretical PNI Limits		Actual Compensatory Question PNI Limits		
		P^2	Elementary A^2	Secondary A^2
Greatest Need Possible ...	20			
	19			
	18			
	17			
	16			
	15			
	14			
	13			12.49
	12			↑
	11			
	10			
	9			
	8	8.23 ↑	7.69 ↑	
	7			
	6			
	5			
	4			
	3			↓
	2	↓		2.08
	1	1.17	0.48	
	0			
	-1			
	-2			
	-3			
	-4			
	-5			
Least Need Possible ...	-6			

One can see not only that most PNI's do not go far up the scale (the centers are approximately 4.70, 4.10, and 7.30 for the actual data of P^2, elementary A^2, and secondary A^2) but also that problems have to be identified in a relative sense. We believe looking at the PNI values that equal or exceed the value that marks off the top 25% (in the case of P^2, elementary A^2 and secondary A^2 questions these values were 4.79, 4.67, and 8.84 respectively) is a useful guide in separating out the highest ranking concerns.

What Were the Thirteen Functions?

Each function was selected because it represented an important task, process, or goal in the operation of a compensatory education program. The section which follows identifies the thirteen functions and briefly describes or defines each one.

First, the reader should note that the five items are used to assess each of the thirteen function areas. The definitions of functions follow.

FUNCTIONS DEFINED

I. Program Goals and Objectives. The extent to which compensatory education goals and objectives possess the following characteristics: selected or approved by teachers; focus on improving student performance; are clearly defined; shared value system emphasizing academic achievement; and parental awareness of goals.

II. Coordination With the Regular School Program/Other Special Programs. The extent to which learning activities and their coordination provide for the following: congruency with the regular school curriculum; continuity across grade levels and program; knowledge of how compensatory education instructional objectives fit with the regular curriculum; coordination between compensatory and regular education teachers; and collaborative curriculum planning and decision making.

III. Parent and Community Involvement. The degree to which procedures and techniques for parent/community involvement allow for the following: clearly communicated procedures for parental involvement; options for parents and volunteers to support the instructional program; information and techniques for helping students learn; frequent communication between parents and compensatory education staff; and awareness of parental responsibilities for helping students learn.

IV. Professional Development Training. The extent to which compensatory education staff development activities possess the following characteristics: emphasize skill building; are attractive to staff; address instructional issues and priorities; supported with time and other resources; and emphasize improving instruction and boosting student achievement.

V. Leadership. The amount to which the Director of Compensatory Education provides for the following: communicates program's goals; conveys the belief that all students can learn; initiates organized and systematic improvement procedures; monitors new practices; and displays relevant instructional expertise, as well as management.

VI. Instructional Materials, Methods and Approaches. The amount to which compensatory education learning materials and techniques provide for the following: focus on lesson objectives; a brisk instructional pace; a high rate of student success; prerequisites needed by students to learn the skills; and review of key concepts and skills to strengthen student retention.

VII. Expectations for Student Learning and Behavior. The amount to which learning activities and their management allow for the following: challenging and attainable standards for learning; orderly, productive learning atmosphere; expectation for students to complete their work and meet recognized standards of quality; equal number of response opportunities per student; and positive techniques for managing student behavior.

VIII. School and Classroom Climate. The extent to which the school and classroom serves to support the following: explicit behavior standards; secure, attractive environment with emphasis upon academic achievement; a sense of responsibility and self-reliance; teacher sensitivity to student interests, problems, and accomplishments; and a task-oriented but relaxed classroom atmosphere.

IX. Use of Academic Learning Time. The degree to which learning activities make efficient use of time by allowing for the following: activities starting and ending on time; smooth and efficient routines; teachers have activities ready for students when they arrive; little time spent on non-learning activities; and active and successful engagement of students in learning activities for a significant portion of each session.

X. Monitoring Student Progress. The degree to which student progress monitoring involves the following: routine checking of progress; parental encouragement to keep track of student progress: clear questioning with appropriate opportunity to respond; observable systems to monitor academic progress and skill mastery; and assessment results used for both instructional diagnosis and evaluation of teaching methods.

XI. Feedback and Reinforcement. The extent to which feedback and reinforcement possess the following characteristics: quick feedback on homework; related to learning objectives; correction or reteaching in response to student errors; frequent and consistent reinforcement for academic achievement and excellent behavior; and simple, clear feedback to understand and correct errors.

XII. Excellence Recognized and Rewarded. The extent to which recognition and reward for excellence involves the following: teacher recognition; awards for different levels of student performance so all students have an opportunity for success; student recognition based on standards rather than comparisons; student recognition in compensatory education is also recognized in the regular classroom and school; and parents told of student successes.

XIII. Use of Evaluation Results. The amount to which the use of assessment and evaluation results allow for the following: simple routine for collecting, summarizing, and using student achievement information; spotting potential problems; evaluate the program and target areas of program improvement efforts; and comparison of local compensatory education evaluation results to state and national outcomes.

PRESENTATION OF PROCESS DATA

The process data gathered this year were by means of a set of questionnaires that assessed the needs related to thirteen function areas of the compensatory program. In addition to providing insight into possible short-term changes for this year. It is hoped that the needs data are valuable information for district-wide task force groups that are to make recommendations on how compensatory education programming might be improved.

As stated earlier, the needs assessment data presented in this report were gathered between December 4, 1986 through January 19, 1987 through a single distribution to various professional staff with no follow-up. As of that time, 86 of the 211 (40.8%) had returned their needs assessment instrument (see Appendix B for a breakdown of returns by respondent groups). The return rate was lower than hoped especially for the Secondary A^2 program. However, those members interested in voicing their opinion about the program did have an opportunity to respond.

One of the major purposes of a needs assessment study is to identify areas where the consensus supports the existence of a problem or weakness. This report highlights those areas where there was agreement that a problem existed.

The needs data will be presented in the following three sections: 1) Prevention Program; 2) Elementary Academic Achievement; and 3) Secondary Academic Achievement.

The overall findings of the respondent groups will be presented in the sections which follow. The responses will be presented first by high need function areas (the highest five) then by questions evidencing priority need indexes in the top 25% of the distribution. This should give the reader an excellent opportunity to quickly review high need functions and questions.

Prevention Program (P^2)

When all responses for respondents at P^2 buildings were combined the following function areas appeared as the ones needing the most attention ranked from the highest to lowest.

Rank	Function of Greatest Need	Priority Need Index
1	Professional Development	6.04
2	Parent and Community Involvement	5.96
3	Program Goals and Objectives	5.35
4	Excellence Recognized and Rewarded	4.35
5	Coordination with the Regular School Program/Other Special Programs	4.19

A complete listing of the desired, actual, need index and priority need index values by function for P^2 appear in Appendix C.

In addition to the high need function areas there were some individual survey questions which resulted in a high priority need index. The questions listed below represent those survey items for which the priority need index equalled or exceeded 4.79 along with the function connected to each question.

INDIVIDUAL SURVEY QUESTIONS WHICH RESULTED IN HIGH PNI'S FOR PREVENTION (P^2)

Priority Need Index	Survey Question	Function Area
8.23	Staff development and training are supported with time and other necessary resources.	Professional Development
8.04	Most parents are aware of program goals.	Program Goals and Objectives
7.19	A value system emphasizing academic achievement is shared by staff, students and parents/community.	Program Goals and Objectives
7.14	Teaching excellence in the prevention compensatory education program is recognized.	Excellence Recognized and Rewarded
6.56	Collaborative curriculum planning and decision making are typical.	Coordination With the Regular School Program/ Other Special Programs
6.49	The Director of Compensatory Education is viewed by teachers as having relevant instructional expertise as well as management skills.	Leadership
6.47	Emphasis is given to staff development/training and teacher skill building.	Professional Development
6.27	An orderly, productive working atmosphere is generally maintained and time spent on classroom management is minimal.	Expectations for Student Learning and Behavior
6.24	Procedures for involvement are clearly communicated to parents and used consistently.	Parent and Community Involvement
6.03	Parents and volunteers have options for becoming involved in activities that support the instructional program.	Parent and Community Involvement
6.03	Staff development opportunities are attractive to Chapter 1/Article 3 staff.	Professional Development
5.19	Chapter 1/Article 3 staff members provide parents with information and techniques for helping students learn.	Parent and Community Involvement
5.35	Learning goals and objectives are selected or approved by teachers.	Programs Goals and Objectives
5.35	Specific provisions are outlined for coordination between teachers in Chapter 1/Article 3 and the regular classroom.	Coordination With the Regular School Program/ Other Special Programs
4.94	There is frequent two-way communication between parents and Chapter 1/Article 3 staff.	Parent and Community Involvement
4.79	Content in staff development sessions addresses instructional issues and priorities.	Professional Development

The reader will note that the high need questions listed above were related to seven different function areas. Five of these, professional development, parent and community involvement, program goals and objectives, excellence recognized and rewarded, and coordination with the regular school program/other special programs were functions which appeared earlier on the Function of Greatest Need list.

A complete listing of the desired, actual, need index and priority need index values for each question and function on the P^2 instrument appear in Appendix D.

The chart below is provided as a means of drawing together the high priority concerns of those responding to the Prevention Program Needs Assessment. The chart summarizes the data presented thus far in the report, i.e., high need <u>functions</u> and high need <u>questions</u>.

SUMMARY OF RESPONSES TO THE PREVENTION PROGRAM (P^2)
NEEDS ASSESSMENT

Function	Functions of Highest Need	Questions of Highest Need
1. Professional Development	X	X
2. Parent and Community Involvement	X	X
3. Program Goals and Objectives	X	X
4. Excellence Recognized and Rewarded	X	X
5. Coordination With the Regular Program/ Other Special Programs	X	X
6. Leadership		X
7. Expectations for Student Learning and Behavior		X
8. Instructional Materials, Methods, and Approaches		
9. School and Classroom Climate		
10. Use of Academic Learning Time		
11. Monitoring Student Progress		
12. Feedback and Reinforcement		
13. Use of Evaluation Results		

It seems apparent that attention should be focused on high need functions or questions. These functions are those listed above the broken line in the chart above (functions numbered 1-7). Functions numbered 8-13 might be viewed as strengths of P^2.

Elementary Academic Achievement (A^2) Program

When all responses for compensatory and regular education teachers and principals at elementary A^2 buildings over the 13 function areas were combined, the following functions emerged as the ones needing the most attention ranked from the highest to lowest.

Rank	Function of Greatest Need	Priority Need Index
1	Parent and Community Involvement	6.37
2	Excellence Recognized and Rewarded	4.58
3	Program Goals and Objectives	4.16
4	Coordination With the Regular School Program/Other Special Programs	4.04
5	Professional Development	4.01

A complete listing of the desired, actual, need index and priority need index values by function for elementary A^2 appears in Appendix E.

In addition to the high need function areas there were some individual survey questions which resulted in a high priority need index. The questions listed below represent those survey items for which the priority need index equalled or exceeded 4.67 along with the function connected to each question.

INDIVIDUAL SURVEY QUESTIONS WHICH RESULTED IN HIGH PNI'S FOR ELEMENTARY (A^2)

Priority Need Index	Survey Question	Function Area
7.69	Parents are aware of their responsibilities for helping students learn.	Parent and Community Involvement
6.81	There is frequent two-way communication between parents and Chapter 1/Article 3 staff.	Parent and Community Involvement
6.22	Teaching excellence in the pull-out compensatory education program is recognized.	Excellence Recognized and Rewarded
6.08	Most parents are aware of program goals.	Program Goals and Objectives
6.08	Chapter 1/Article 3 staff members provide parents with information and techniques for helping students learn.	Parent and Community Involvement
6.00	Students' accomplishments for academic achievement and excellent behavior in the Chapter 1/ Article 3 program are also recognized in the regular classroom and school.	Excellence Recognized and Rewarded
5.89	A value system emphasizing academic achievement is shared by staff, students and parents/community.	Program Goals and Objectives
5.84	Parents and volunteers have options for becoming involved in activities that support the instructional program.	Parent and Community Involvement
5.52	Content in staff development sessions addresses instructional issues and priorities.	Professional Development
5.49	Pull-out teachers encourage parents to keep track of student progress.	Monitoring Student Progress
5.47	Procedures for involvement are clearly communicated to parents and used consistently.	Parent and Community Involvement
5.45	Specific provisions are outlines for coordination between teachers in Chapter 1/Article 3 and the regular classroom.	Coordination With the Regular School Program/ Other Special Programs
5.08	Staff development and training are supported with time and other necessary resources.	Professional Development
5.07	Collaborative curriculum planning and decision making are typical.	Coordination With the Regular School Program/ Other Special Programs
4.88	Parents are told about student successes.	Excellence Recognized and Rewarded
4.67	Feedback from instructional observations emphasizes improving instruction and boosting student achievement.	Professional Development

The reader should note that the high need questions listed above were related to six different function areas. Five of these were the functions which appeared earlier on the Functions of Greatest Need list.

A complete listing of the desired, actual, need index and priority need index for each question and function on the elementary A^2 instrument appear in Appendix F.

The chart below is provided as a means of drawing together the high priority concerns of those elementary A^2 respondents. The chart summarizes the data presented thus far in the report, i.e., high need functions and high need questions.

SUMMARY OF RESPONSES TO THE ELEMENTARY (A^2) NEEDS ASSESSMENT

	Function	Functions of Highest Need	Question of Highest Need
1.	Parent and Community Involvement	X	X
2.	Excellence Recognized and Rewarded	X	X
3.	Program Goals and Objectives	X	X
4.	Coordination with the Regular School Program/Other Special Programs	X	X
5.	Professional Development	X	X
6.	Monitoring Student Progress		X
7.	Leadership		
8.	Instructional Materials, Methods and Approaches		
9.	Expectations for Student Learning and Behavior		
10.	School and Classroom Climate		
11.	Use of Academic Learning Time		
12.	Feedback and Reinforcement		
13.	Use of Evaluation Results		

It seems apparent that attention should be focused on high need functions or questions. These functions are those listed above the broken line in the chart above (functions numbered 1-6). Functions numbered 7-13 might be viewed as strengths of elementary A^2.

Secondary Academic Achievement (A^2) Program

When all responses were combined over the 13 function areas, the following functions appeared as the ones needing the most attention ranked from the highest to lowest.

Rank	Function of Greatest Need	Priority Need Index
1	Parent and Community Involvement	8.23
2	Excellence Recognized and Rewarded	8.06
3	Instructional Materials, Methods and Approaches	7.68
4	Leadership	7.33
5	Expectations for Student Learning and Behavior	7.22

A complete listing of the desired, actual, need index and priority need index values by function for secondary A^2 appears in Appendix G.

In addition to the high need function areas there were some individual survey questions which resulted in a high priority need index. The questions listed below represent those survey <u>items</u> for which the priority need index equalled or exceeded 8.84 along with the <u>function</u> connected to each question.

INDIVIDUAL SURVEY QUESTIONS WHICH RESULTED IN HIGH PNI'S FOR SECONDARY (A^2)

Priority Need Index	Survey Question	Function Area
12.49	Parents are aware of their responsibilities for helping students learn.	Parent and Community Involvement
11.52	Most parents are aware of program goals.	Program Goals and Objectives
10.77	Positive techniques are the primary means of managing student behavior.	Expectations for Student Learning and Behavior
10.35	Students' accomplishments for academic achievement and excellent behavior in the Chapter 1/ Article 3 program are also recognized in the regular classroom and school.	Excellence Recognized and Rewarded
10.09	Collaborative curriculum planning and decision making are typical.	Coordination with the Regular School Program/ Other Special Programs
10.05	The Director of Compensatory Education carefully monitors new practices.	Leadership
9.81	Parents are told about student successes.	Excellence Recognized and Rewarded
9.43	Academic tasks are matched to lesson content so student success rate is high.	Instructional Materials, Methods and Approaches
9.34	Chapter 1/Article 3 staff members provide parents with information and techniques for helping students learn.	Parents and Community Involvement
9.15	A value system emphasizing academic achievement is shared by staff, students and parents/ community.	Program Goals and Objectives
9.00	Pull-out teachers know which skills are of highest priority and the prerequisites needed by students to learn the skills.	Instructional Materials, Methods and Approaches
8.97	Standards for learning are both challenging and attainable.	Expectations for Student Learning and Behavior
8.84	The Director of Compensatory Education initiates organized and systematic improvement procedures.	Leadership
8.84	Regular focused reviews of key concepts and skills check on and strengthen student retention.	Instructional Materials, Methods and Approaches
8.84	Feedback to students is simple and clear to help them understand and correct errors.	Feedback and Reinforcement
8.84	Test results, grade reports, attendance records and other methods are used to spot potential problems.	Use of Evaluation Results

The reader should note that the high need questions listed above were related to nine different function areas. Five of these were the functions which appeared earlier on the Function's of Greatest Need list.

A complete listing of the desired, actual, need index, and priority need index for each question and function on the secondary A^2 instrument appear in Appendix H.

The chart below is provided as a means of drawing together the high priority concerns of those responding to the Secondary A^2 Needs Assessment. The chart summaries the data presented thus far in the report, i.e., high need functions and high need questions.

SUMMARY OF RESPONSES TO THE SECONDARY (A^2) NEEDS ASSESSMENT

Function	Functions of Highest Need	Questions of Highest Need
1. Parent and Community Involvement	X	X
2. Excellence Recognized and Rewarded	X	X
3. Instructional Materials, Methods, and Approaches	X	X
4. Leadership	X	X
5. Expectations for Student Learning and Behavior	X	X
6. Program Goals and Objectives		X
7. Coordination With the Regular School Program/Other Special Programs		X
8. Feedback and Reinforcement		X
9. Use of Evaluation Results		X
10. Professional Development		
11. School and Classroom Climate		
12. Use of Academic Learning Time		
13. Monitoring Student Progress		

It seems apparent that attention should be focused on high need functions or questions. These functions are those listed above the broken line in the chart above (functions numbered 1-9). Functions numbered 10-13 might be viewed as strengths of secondary A^2.

SUMMARY OF MAJOR FINDINGS

The purpose of this study was to identify areas of need within the compensatory education programs. When the results to the P^2, elementary A^2, and secondary A^2 programs were combined, the following five functions emerged as the highest need areas.

1. Parent and Community Involvement
2. Excellence Recognized and Rewarded
3. Program Goals and Objectives
4. Professional Development
5. Coordination with the Regular School Program/Other Special Programs

The above system total priorities were determined on the basis of combining the results of the three compensatory education programs together. In addition, this process included dealing with 65 questions covering 13 function areas. The mathematical system used to quantify priorities, though not perfect, did provide a meaningful way to summarize the data in a systematic fashion. Summarization seldom if ever captures the total complexity of the subject under study, such is the case with the present needs assessment summary. In addition, slightly over 40% of all sampled respondents chose to complete the needs assessment instruments (see Appendix B for details).

In looking at a summary of both high need functions and questions, one can see that three functions consistently emerge (see page 29). These three trends follow.

The first was that the area of greatest concern dealt with ways to bring about more parent and community understanding about

the programs and their active involvement in supporting and participating in the programs. Many of the parents of Chapter 1/ Article 3 kids may have negative experiences with schools and may feel that the school as an institution is not easy to approach.

The second trend was that successful compensatory education students and their teachers are seldom recognized and rewarded by their peers. The compensatory education students' achievements are seldom recognized as noteworthy because most teachers probably see the whole process as part of a catch-up with the bulk of the student population. The compensatory education teacher in many schools seems to feel less than appreciated playing a catch-up teaching role.

Clearly noticeable was a perception that compensatory education program goals and objectives are not clearly communicated or understood by either the educational community or the general public at large. For example, there appears to be less than frequent two-way communication between parents and compensatory education staff. Compensatory education staff members seem not to be providing parents with an awareness of program goals. Part of this communication problem may be that program goals and objectives are poorly defined even by the compensatory education staff.

A graphic summary of all prioritized need functions along with information about the relative need value of the functions themselves and the questions within a function area is presented below.

SUMMARY OF HIGH PRIORITY NEEDS BY COMPENSATORY EDUCATION PROGRAM

Function	Prevention Program	Elementary Academic Achievement	Secondary Academic Achievement
Program Goals and Objectives	Fq	Fq	q
Coordination With Regular School Program/Other Special Programs	Fq	Fq	q
Parent and Community Involvement	Fq	Fq	Fq
Professional Development	Fq	Fq	
Leadership	q		Fq
Instructional Materials, Methods, and Approaches			Fq
Expectations for Student Learning and Behavior	q		Fq
School and Classroom Climate			
Use of Academic Learning Time			
Monitoring Student Progress		q	
Feedback and Reinforcement			q
Excellence Recognized and Rewarded	Fq	Fq	Fq
Use of Evaluation Results			q

F = functions identified as one of top five function areas.
q = functions for which high need questions were identified.

Now that priority needs have been identified, the task is to use these needs to develop an action program. This cannot be done, however, without more detailed information about which specified aspects of each problem to attend to and how the various programs were perceived about each aspect. An aid has been constructed to assist the reader (user) with this task. Appendix D, F and H contain this kind of information and should be of great value in translating priorities into action plans for P^2, elementary A^2, and secondary A^2 respectively.

APPENDICES

APPENDIX A

A NEEDS ASSESSMENT OF PREVENTION COMPENSATORY EDUCATION PROGRAM (CHAPTER 1/ARTICLE 3)

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Saginaw Public Schools

Building ID _____

This questionnaire has been developed in order to get reactions from teachers and administrators about (1) the way prevention compensatory education services are currently operating, and (2) the way these services should operate in the future. Thus the goal of this survey is to obtain district-wide data about the general operation of the prevention compensatory education program for Central Office planning purposes.

The statements included in the survey relate to the prevention compensatory education (Chapter 1/Article 3) services provided by your school system. In some cases, you may not have complete information about a statement, or you may feel that some statements are less important to you than others. However, please respond to the statements in either of two ways--a) as a member of your school unit (building, department, etc.) or b) as a member of the broader organization with feelings, perceptions and beliefs relating to this division. In other words, your reactions in certain areas may not result from direct involvement or knowledge but these reactions are still valid and should be noted.

For example, you will find statements like this: "Compensatory education teachers know how their instructional objectives fit with the regular curriculum." You may not have knowledge about all compensatory education teachers, but you may have knowledge of some of them. Therefore, you can respond to this statement on the basis of the knowledge you have. If you have no information at all about an item, simply mark your response "Do not know."

Your input is vitally important if this survey is to have any meaningful bearing on the plans and operations of compensatory education services. Questionnaires have been sent to administrators, classroom teachers, and compensatory education teachers. Please take the time to provide the administration and the school board with a sincere assessment of the needs of the prevention compensatory education from your viewpoint.

DEMOGRAPHIC INFORMATION

Which <u>one</u> of the following "best" describe your present teaching or work assignment?

_____ 1. Prevention classroom teacher
_____ 2. Pull-out compensatory education teacher
_____ 3. Regular elementary education teacher
_____ 4. Regular secondary education teacher
_____ 5. Building administrator

APPENDIX A

INSTRUCTIONS - SECTION I

Each item on this questionnaire makes a statement about your school's prevention compensatory education program. Please read each statement carefully. You are being asked to respond, as follows:

(A) In your opinion, to what extent <u>should</u> the stated condition exist?

(B) From your knowledge, to what extent does the stated condition <u>actually</u> exist?

A) Should Exist	?	1	2	3	4	5
	Do not know	Not at all	To a slight extent	To a moderate extent	To a fairly large extent	To a very large extent
B) Actually Exists	?	1	2	3	4	5

	Should Exist	Actually Exists
<u>EXAMPLE</u>: The prevention compensatory education teachers in our school take an individual interest in their students.	5	3

Be sure to write a response to <u>both</u> "should exist" and "actually exists" for each statement. Use "?" only if you feel you do not have any information allowing you to make a judgment. Thank you for your cooperation.

The following is a more detailed explanation of the above responses.

	SHOULD EXIST		**ACTUALLY EXISTS**
?	Do not know the extent to which the stated condition should exist.	?	Do not know the extent to which the stated condition exists.
1	Stated condition should not exist at all.	1	Stated condition does not exist at all.
2	Stated condition should exist to a slight extent.	2	Stated condition exists to a slight extent.
3	Stated condition should exist to a moderate extent.	3	Stated condition exists to a moderate extent.
4	Stated condition should exist to a fairly large extent.	4	Stated condition exists to a fairly large extent.
5	Stated condition should exist to a very large extent.	5	Stated condition exists to a very large extent.

APPENDIX A

?	1	2	3	4	5
Do not know	Not at all	To a slight extent	To a moderate extent	To a fairly large extent	To a very large extent

	Should Exist	Actually Exists
I. PROGRAM GOALS AND OBJECTIVES OF THE PREVENTION PROGRAM		
1. Learning goals and objectives are selected or approved by teachers.	____	____
2. Goals focus on improving student performance.	____	____
3. Learning goals and objectives are clearly defined.	____	____
4. A value system emphasizing academic achievement is shared by staff, students and parents/community.	____	____
5. Most parents are aware of program goals.	____	____
II. COORDINATION WITH THE REGULAR SCHOOL PROGRAM/OTHER SPECIAL PROGRAMS		
6. Chapter 1/Article 3 program curriculum is congruent with the regular school curriculum.	____	____
7. Special attention is focused on building good continuity across grade levels and programs.	____	____
8. Chapter 1/Article 3 teachers know how their instructional objectives fit with the regular curriculum.	____	____
9. Specific provisions are outlined for coordination between teachers in Chapter 1/Article 3 and the regular classroom.	____	____
10. Collaborative curriculum planning and decision making are typical.	____	____
III. PARENT AND COMMUNITY INVOLVEMENT		
11. Procedures for involvement are clearly communicated to parents and used consistently.	____	____
12. Parents and volunteers have options for becoming involved in activities that support the instructional program.	____	____
13. Chapter 1/Article 3 staff members provide parents with information and techniques for helping students learn.	____	____

APPENDIX A

?	1	2	3	4	5
Do not know	Not at all	To a slight extent	To a moderate extent	To a fairly large extent	To a very large extent

	Should Exist	Actually Exists
14. There is frequent two-way communication between parents and Chapter 1/Article 3 staff.	____	____
15. Parents are aware of their responsibilities for helping students learn.	____	____
IV. COMPENSATORY EDUCATION PROFESSIONAL DEVELOPMENT AND TRAINING		
16. Emphasis is given to staff development/training and teacher skill building.	____	____
17. Staff development opportunities are attractive to Chapter 1/ Article 3 staff.	____	____
18. Content in staff development sessions addresses instructional issues and priorities.	____	____
19. Staff development and training are supported with time and other necessary resources.	____	____
20. Feedback from instructional observations emphasizes improving instruction and boosting student achievement.	____	____
V. LEADERSHIP		
21. Compensatory education program leadership has a clear understanding of the program's goals and is able to clearly articulate them.	____	____
22. Compensatory education program leadership believes that all students can learn.	____	____
23. Leaders of compensatory education initiate organized and systematic improvement procedures.	____	____
24. Leaders of compensatory education carefully monitor new practices.	____	____
25. Leaders of compensatory education are viewed by teachers as having relevant instructional expertise as well as management skills.	____	____

APPENDIX A

?	1	2	3	4	5
Do not know	Not at all	To a slight extent	To a moderate extent	To a fairly large extent	To a very large extent

	Should Exist	Actually Exists
VI. INSTRUCTIONAL MATERIALS, METHODS AND APPROACHES		
26. Prevention teachers focus student attention on lesson objectives by stating them plainly and referring to them frequently.	____	____
27. Prevention teachers set and maintain a brisk instruction pace.	____	____
28. Academic tasks are matched to lesson content so student success rate is high.	____	____
29. Prevention teachers know which skills are of highest priority and the prerequisites needed by students to learn the skills.	____	____
30. Regular, focused reviews of key concepts and skills check on and strengthen student retention.	____	____
VII. EXPECTATIONS FOR STUDENT LEARNING AND BEHAVIOR		
31. Standards for learning are both challenging and attainable.	____	____
32. An orderly, productive working atmosphere is generally maintained and time spent on classroom management is minimal.	____	____
33. Students are expected to complete their work and meet recognized standards of quality.	____	____
34. All students are given approximately the same number of response opportunities.	____	____
35. Positive techniques are the primary means of managing student behavior.	____	____
VIII. SCHOOL AND CLASSROOM CLIMATE		
36. Prevention classroom behavior conforms to explicit standards.	____	____
37. A secure, attractive environment is provided where the emphasis is on academic achievement.	____	____
38. Students are allowed and encouraged to develop a sense of responsibility and self-reliance.	____	____

?	1	2	3	4	5
Do not know	Not at all	To a slight extent	To a moderate extent	To a fairly large extent	To a very large extent

	Should Exist	Actually Exists
39. Prevention teachers pay attention to student interests, problems and accomplishments both in and out of the classroom.	____	____
40. A task-oriented but relaxed prevention classroom atmosphere is maintained where students find encouragement and little criticism.	____	____

IX. USE OF ACADEMIC LEARNING TIME

41. Prevention classes and other activities start and end on time.	____	____
42. Prevention classroom routines are smooth and efficient.	____	____
43. Teachers have assignments or activities ready for students when they arrive.	____	____
44. Very little time is spent on non-learning activities.	____	____
45. Students are actively and successfully engaged in learning activities for a significant portion of each pull-out session.	____	____

X. MONITORING STUDENT PROGRESS

46. Assessment procedures routinely check student progress.	____	____
47. Prevention teachers encourage parents to keep track of student progress.	____	____
48. To check understanding, teachers ask clear questions and make sure all students have a good chance to respond.	____	____
49. Observable systems are used to monitor the academic progress and skill mastery of students.	____	____
50. Teachers use assessment results for instructional diagnosis and to evaluate their own teaching methods.	____	____

?	1	2	3	4	5
Do not know	Not at all	To a slight extent	To a moderate extent	To a fairly large extent	To a very large extent

	Should Exist	Actually Exists
XI. FEEDBACK AND REINFORCEMENT		
51. Assigned work is checked; students are given quick feedback.	____	____
52. Feedback to students is tied to learning objectives.	____	____
53. Correction or reteaching occurs in response to student errors.	____	____
54. The prevention classroom is characterized by frequent and consistent reinforcement for academic achievement and excellent behavior.	____	____
55. Feedback to students is simple and clear to help them understand and correct errors.	____	____
XII. EXCELLENCE RECOGNIZED AND REWARDED		
56. Teaching excellence in the prevention compensatory education program is recognized.	____	____
57. Awards are set at several different levels of performance, providing all prevention students with opportunities for success and recognition.	____	____
58. Recognition is based on comparison to standards rather than comparison to peers.	____	____
59. Students' accomplishments for academic achievement and excellent behavior in the Chapter 1/Article 3 program are also recognized in the regular classroom and school.	____	____
60. Parents are told about student successes.	____	____
XIII. USE OF EVALUATION RESULTS		
61. Compensatory education staff follow simple routines for collecting, summarizing and using student achievement information.	____	____
62. Test results, grade reports, attendance records and other methods are used to spot potential problems.	____	____

?	1	2	3	4	5
Do not know	Not at all	To a slight extent	To a moderate extent	To a fairly large extent	To a very large extent

	Should Exist	Actually Exists
63. Assessment results are used to evaluate the program and target areas for improvement.	____	____
64. Program improvement efforts are periodically reviewed; progress is noted and the improvement focus is renewed or redirected.	____	____
65. Local Chapter 1/Article 3 evaluation results are compared to state and national results as one gauge of program effectiveness.	____	____

APPENDIX A

A NEEDS ASSESSMENT OF PULL-OUT COMPENSATORY EDUCATION PROGRAM (CHAPTER 1/ARTICLE 3)

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Saginaw Public Schools

Building ID _____

This questionnaire has been developed in order to get reactions from teachers and administrators about (1) the way pull-out compensatory education services are currently operating, and (2) the way these services should operate in the future. Thus the goal of this survey is to obtain district-wide data about the general operation of the pull-out compensatory education program for Central Office planning purposes.

The statements included in the survey relate to the pull-out compensatory education (Chapter 1/Article 3) services provided by your school system. In some cases, you may not have complete information about a statement, or you may feel that some statements are less important to you than others. However, please respond to the statements in either of two ways--a) as a member of your school unit (building, department, etc.) or b) as a member of the broader organization with feelings, perceptions and beliefs relating to this division. In other words, your reactions in certain areas may not result from direct involvement or knowledge but these reactions are still valid and should be noted.

For example, you will find statements like this: "Compensatory education teachers know how their instructional objectives fit with the regular curriculum." You may not have knowledge about all compensatory education teachers, but you may have knowledge of some of them. Therefore, you can respond to this statement on the basis of the knowledge you have. If you have no information at all about an item, simply mark your response "Do not know."

Your input is vitally important if this survey is to have any meaningful bearing on the plans and operations of compensatory education services. Questionnaires have been sent to administrators, classroom teachers, and compensatory education teachers. Please take the time to provide the administration and the school board with a sincere assessment of the needs of the pull-out compensatory education from your viewpoint.

DEMOGRAPHIC INFORMATION

Which <u>one</u> of the following "best" describe your present teaching or work assignment?

_____ 1. Prevention classroom teacher
_____ 2. Pull-out compensatory education teacher
_____ 3. Regular elementary education teacher
_____ 4. Regular secondary education teacher
_____ 5. Building administrator

APPENDIX A

INSTRUCTIONS - SECTION I

Each item on this questionnaire makes a statement about your school's pull-out compensatory education program. Please read each statement carefully. You are being asked to respond, as follows:

(A) In your opinion, to what extent <u>should</u> the stated condition exist?

(B) From your knowledge, to what extent does the stated condition <u>actually</u> exist?

A) Should Exist	?	1	2	3	4	5
	Do not know	Not at all	To a slight extent	To a moderate extent	To a fairly large extent	To a very large extent
B) Actually Exists	?	1	2	3	4	5

	Should Exist	Actually Exists
<u>EXAMPLE</u>: The pull-out compensatory education teachers in our school take an individual interest in their students.	5	3

Be sure to write a response to <u>both</u> "should exist" and "actually exists" for each statement. Use "?" only if you feel you do not have any information allowing you to make a judgment. Thank you for your cooperation.

The following is a more detailed explanation of the above responses.

	SHOULD EXIST		ACTUALLY EXISTS
?	Do not know the extent to which the stated condition should exist.	?	Do not know the extent to which the stated condition exists.
1	Stated condition should not exist at all.	1	Stated condition does not exist at all.
2	Stated condition should exist to a slight extent.	2	Stated condition exists to a slight extent.
3	Stated condition should exist to a moderate extent.	3	Stated condition exists to a moderate extent.
4	Stated condition should exist to a fairly large extent.	4	Stated condition exists to a fairly large extent.
5	Stated condition should exist to a very large extent.	5	Stated condition exists to a very large extent.

APPENDIX A

?	1	2	3	4	5
Do not know	Not at all	To a slight extent	To a moderate extent	To a fairly large extent	To a very large extent

	Should Exist	Actually Exists
I. PROGRAM GOALS AND OBJECTIVES OF THE PULL-OUT PROGRAM		
1. Learning goals and objectives are selected or approved by teachers.	____	____
2. Goals focus on improving student performance.	____	____
3. Learning goals and objectives are clearly defined.	____	____
4. A value system emphasizing academic achievement is shared by staff, students and parents/community.	____	____
5. Most parents are aware of program goals.	____	____
II. COORDINATION WITH THE REGULAR SCHOOL PROGRAM/OTHER SPECIAL PROGRAMS		
6. Chapter 1/Article 3 program curriculum is congruent with the regular school curriculum.	____	____
7. Special attention is focused on building good continuity across grade levels and programs.	____	____
8. Chapter 1/Article 3 teachers know how their instructional objectives fit with the regular curriculum.	____	____
9. Specific provisions are outlined for coordination between teachers in Chapter 1/Article 3 and the regular classroom.	____	____
10. Collaborative curriculum planning and decision making are typical.	____	____
III. PARENT AND COMMUNITY INVOLVEMENT		
11. Procedures for involvement are clearly communicated to parents and used consistently.	____	____
12. Parents and volunteers have options for becoming involved in activities that support the instructional program.	____	____
13. Chapter 1/Article 3 staff members provide parents with information and techniques for helping students learn.	____	____

?	1	2	3	4	5
Do not know	Not at all	To a slight extent	To a moderate extent	To a fairly large extent	To a very large extent

	Should Exist	Actually Exists
14. There is frequent two-way communication between parents and Chapter 1/Article 3 staff.	____	____
15. Parents are aware of their responsibilities for helping students learn.	____	____
IV. COMPENSATORY EDUCATION PROFESSIONAL DEVELOPMENT AND TRAINING		
16. Emphasis is given to staff development/training and teacher skill building.	____	____
17. Staff development opportunities are attractive to Chapter 1/ Article 3 staff.	____	____
18. Content in staff development sessions addresses instructional issues and priorities.	____	____
19. Staff development and training are supported with time and other necessary resources.	____	____
20. Feedback from instructional observations emphasizes improving instruction and boosting student achievement.	____	____
V. LEADERSHIP		
21. Compensatory education program leadership has a clear understanding of the program's goals and is able to clearly articulate them.	____	____
22. Compensatory education program leadership believes that all students can learn.	____	____
23. Leaders of compensatory education initiate organized and systematic improvement procedures.	____	____
24. Leaders of compensatory education carefully monitor new practices.	____	____
25. Leaders of compensatory education are viewed by teachers as having relevant instructional expertise as well as management skills.	____	____

APPENDIX A

?	1	2	3	4	5
Do not know	Not at all	To a slight extent	To a moderate extent	To a fairly large extent	To a very large extent

	Should Exist	Actually Exists
VI. INSTRUCTIONAL MATERIALS, METHODS AND APPROACHES		
26. Pull-out teachers focus student attention on lesson objectives by stating them plainly and referring to them frequently.	____	____
27. Pull-out teachers set and maintain a brisk instruction pace.	____	____
28. Academic tasks are matched to lesson content so student success rate is high.	____	____
29. Pull-out teachers know which skills are of highest priority and the prerequisites needed by students to learn the skills.	____	____
30. Regular, focused reviews of key concepts and skills check on and strengthen student retention.	____	____
VII. EXPECTATIONS FOR STUDENT LEARNING AND BEHAVIOR		
31. Standards for learning are both challenging and attainable.	____	____
32. An orderly, productive working atmosphere is generally maintained and time spent on classroom management is minimal.	____	____
33. Students are expected to complete their work and meet recognized standards of quality.	____	____
34. All students are given approximately the same number of response opportunities.	____	____
35. Positive techniques are the primary means of managing student behavior.	____	____
VIII. SCHOOL AND CLASSROOM CLIMATE		
36. Pull-out classroom behavior conforms to explicit standards.	____	____
37. A secure, attractive environment is provided where the emphasis is on academic achievement.	____	____
38. Students are allowed and encouraged to develop a sense of responsibility and self-reliance.	____	____

?	1	2	3	4	5
Do not know	Not at all	To a slight extent	To a moderate extent	To a fairly large extent	To a very large extent

	Should Exist	Actually Exists
39. Pull-out teachers pay attention to student interests, problems and accomplishments both in and out of the classroom.	____	____
40. A task-oriented but relaxed pull-out classroom atmosphere is maintained where students find encouragement and little criticism.	____	____

IX. USE OF ACADEMIC LEARNING TIME

41. Pull-out classes and other activities start and end on time.	____	____
42. Pull-out classroom routines are smooth and efficient.	____	____
43. Teachers have assignments or activities ready for students when they arrive.	____	____
44. Very little time is spent on non-learning activities.	____	____
45. Students are actively and successfully engaged in learning activities for a significant portion of each pull-out session.	____	____

X. MONITORING STUDENT PROGRESS

46. Assessment procedures routinely check student progress.	____	____
47. Pull-out teachers encourage parents to keep track of student progress.	____	____
48. To check understanding, teachers ask clear questions and make sure all students have a good chance to respond.	____	____
49. Observable systems are used to monitor the academic progress and skill mastery of students.	____	____
50. Teachers use assessment results for instructional diagnosis and to evaluate their own teaching methods.	____	____

?	1	2	3	4	5
Do not know	Not at all	To a slight extent	To a moderate extent	To a fairly large extent	To a very large extent

	Should Exist	Actually Exists
XI. FEEDBACK AND REINFORCEMENT		
51. Assigned work is checked; students are given quick feedback.	____	____
52. Feedback to students is tied to learning objectives.	____	____
53. Correction or reteaching occurs in response to student errors.	____	____
54. The pull-out classroom is characterized by frequent and consistent reinforcement for academic achievement and excellent behavior.	____	____
55. Feedback to students is simple and clear to help them understand and correct errors.	____	____
XII. EXCELLENCE RECOGNIZED AND REWARDED		
56. Teaching excellence in the pull-out compensatory education program is recognized.	____	____
57. Awards are set at several different levels of performance, providing all pull-out students with opportunities for success and recognition.	____	____
58. Recognition is based on comparison to standards rather than comparison to peers.	____	____
59. Students' accomplishments for academic achievement and excellent behavior in the Chapter 1/Article 3 program are also recognized in the regular classroom and school.	____	____
60. Parents are told about student successes.	____	____
XIII. USE OF EVALUATION RESULTS		
61. Compensatory education staff follow simple routines for collecting, summarizing and using student achievement information.	____	____
62. Test results, grade reports, attendance records and other methods are used to spot potential problems.	____	____

?	1	2	3	4	5
Do not know	Not at all	To a slight extent	To a moderate extent	To a fairly large extent	To a very large extent

	Should Exist	Actually Exists
63. Assessment results are used to evaluate the program and target areas for improvement.	____	____
64. Program improvement efforts are periodically reviewed; progress is noted and the improvement focus is renewed or redirected.	____	____
65. Local Chapter 1/Article 3 evaluation results are compared to state and national results as one gauge of program effectiveness.	____	____

APPENDIX A

TO: Pull-Out Compensatory Education Teachers

FROM: Richard N. Claus, Manager of Program Evaluation

RE: A Needs Assessment of the Pull-Out Compensatory Education Program

DATE: December 4, 1986

To assist in planning efforts, the Office of Administration and Personnel/Program Evaluation Division requests that each pull-out Chapter 1/Article 3 teacher complete the attached needs assessment regarding program operations. Many future project endeavors will be based upon your responses and reactions to the questions contained in this instrument.

We want to obtain your individual perceptions about the program. All responses will be kept confidential. Answer each question as it pertains to the pull-out compensatory education program.

If you have any questions, please call either Richard Claus (ext. 256) or Mary Ciolek (ext. 287).

Please complete and return the questionnaire via interoffice mail to Richard Claus, Program Evaluation Division, no later than December 17, 1986.

RNC/tlf

Attachment

APPENDIX A

TO: Elementary and Secondary Classroom Teachers

FROM: Richard N. Claus, Manager of Program Evaluation

RE: A Needs Assessment of the Pull-Out Compensatory Education Program

DATE: December 4, 1986

To assist in planning efforts, the Office of Administration and Personnel/Program Evaluation Division requests that a sampling of regular classroom teachers complete the attached needs assessment regarding the pull-out compensatory education program operations. Many future project endeavors will be based upon your responses and reactions to the questions contained in this instrument.

We want to obtain your individual perceptions about the program. All responses will be kept confidential. Answer each question as it pertains to the pull-out compensatory education program.

Secondary teachers may not feel that their compensatory education program is pull-out in the same sense as elementary teachers. However, the reading and math labs are in essense taking (removing or pulling-out) students from their regular educational program. While answering the needs assessment questions please think of pull-out in this sense.

If you have any questions, please call either Richard Claus (ext. 256) or Mary Ciolek (ext. 287).

Please complete and return the questionnaire via interoffice mail to Richard Claus, Program Evaluation Division, no later than December 17, 1986.

RNC/tlf

Attachment

APPENDIX A

TO: Elementary Classroom Teachers in Prevention Buildings

FROM: Richard N. Claus, Manager of Program Evaluation

RE: A Needs Assessment of the Prevention Compensatory Education Program

DATE: December 4, 1986

To assist in planning efforts, the Office of Administration and Personnel/Program Evaluation Division requests that a sampling of regular classroom teachers complete the attached needs assessment regarding the prevention compensatory education program operations. Many future project endeavors will be based upon your responses and reactions to the questions contained in this instrument.

We want to obtain your individual perceptions about the program. All responses will be kept confidential. Answer each question as it pertains to the prevention compensatory education program.

If you have any questions, please call either Richard Claus (ext. 256) or Mary Ciolek (ext. 287).

Please complete and return the questionnaire via interoffice mail to Richard Claus, Program Evaluation Division, no later than December 17, 1986.

RNC/tlf

Attachment

APPENDIX A

TO: Prevention Compensatory Education Principals

FROM: Richard N. Claus, Manager of Program Evaluation

RE: A Needs Assessment of the Prevention Compensatory Education Program

DATE: December 4, 1986

To assist in planning efforts, the Office of Administration and Personnel/Program Evaluation Division requests that each prevention principal complete the attached needs assessment regarding program operations. Many future project endeavors will be based upon your responses and reactions to the questions contained in this instrument.

We want to obtain your individual perceptions about the program. All responses will be kept confidential. Answer each question as it pertains to the prevention compensatory education program.

If you have any questions, please call either Richard Claus (ext. 256) or Mary Ciolek (ext. 287).

Please complete and return the questionnaire via interoffice mail to Richard Claus, Program Evaluation Division, no later than December 17, 1986.

RNC/tlf

Attachment

APPENDIX A

TO: Chapter 1/Article 3 Principals

FROM: Richard N. Claus, Manager of Program Evaluation

RE: A Needs Assessment of the Pull-Out Compensatory Education Program

DATE: December 4, 1986

To assist in planning efforts, the Office of Administration and Personnel/Program Evaluation Division requests that each Chapter 1/Article 3 principal complete the attached needs assessment regarding program operations. Many future project endeavors will be based upon your responses and reactions to the questions contained in this instrument.

We want to obtain your individual perceptions about the program. All responses will be kept confidential. Answer each question as it pertains to the pull-out compensatory education program.

Secondary principals may not feel that their compensatory education program is pull-out in the same sense as elementary principals. However, the reading and math labs are in essense taking (removing or pulling-out) students from their regular educational program. While answering the needs assessment questions please think of pull-out in this sense.

If you have any questions, please call either Richard Claus (ext. 256) or Mary Ciolek (ext. 287).

Please complete and return the questionnaire via interoffice mail to Richard Claus, Program Evaluation Division, no later than December 17, 1986.

RNC/tlf

Attachment

APPENDIX A

TO: Prevention Teachers

FROM: Richard N. Claus, Manager of Program Evaluation

RE: A Needs Assessment of the Prevention Compensatory Education Program

DATE: December 4, 1986

To assist in planning efforts, the Office of Administration and Personnel/Program Evaluation Division requests that each prevention Chapter 1/Article 3 teacher complete the attached needs assessment regarding program operations. Many future project endeavors will be based upon your responses and reactions to the questions contained in this instrument.

We want to obtain your individual perceptions about the program. All responses will be kept confidential. Answer each question as it pertains to the prevention compensatory education program.

If you have any questions, please call either Richard Claus (ext. 256) or Mary Ciolek (ext. 287).

Please complete and return the questionnaire via interoffice mail to Richard Claus, Program Evaluation Division, no later than December 17, 1986.

RNC/tlf

Attachment

APPENDIX B

TABLE B.1. NUMBER AND PERCENT OF GROUPS SURVEYED AND RETURN RATES FOR THE COMPENSATORY EDUCATION NEEDS ASSESSMENT BY PROGRAM AND TOTAL

	Prevention Program			Elementary A[2]			Secondary A[2]			Total		
Group Surveyed	Count of Individuals Sampled	Returns		Count of Individuals Sampled	Returns		Count of Individuals Sampled	Returns		Count of Individuals Sampled	Returns	
		#	%		#	%		#	%		#	%
Regular Education Teachers	50	11	22.0	52	20	38.5	25	5	20.0	127	36	28.3
Compensatory Education Teachers	17	10	58.8	32	24	75.0	13	0	0.0	62	34	54.8
Administrators	4	0	0.0	15	14	93.3	3	2	66.6	22	16	72.7
Total	71	21	29.6	99	58	58.6	41	7	17.1	211	86	40.8

APPENDIX C

PREVENTION PROGRAM: AVERAGE "DESIRED" AND "ACTUAL" RESPONSES TO THE COMPENSATORY EDUCATION NEEDS ASSESSMENT RANKED ACCORDING TO FUNCTION FROM HIGHEST TO LOWEST PRIORITY NEED INDEX.

Function	Rank	Desired	Actual	Need Index	Priority Need Index
Professional Development	1	4.79	3.52	1.26	6.04
Parent and Community Involvement	2	4.81	3.57	1.24	5.96
Program Goals and Objectives	3	4.81	3.70	1.11	5.35
Excellence Recognized & Rewarded	4	4.83	3.93	.90	4.35
Coordination With the Regular School Program/Other Special Programs	5	4.79	3.92	.87	4.19
Leadership	6	4.86	4.03	.83	4.05
Expectations for Student Learning and Behavior	7	4.88	4.13	.75	3.66
School and Classroom Climate	8	4.81	4.06	.75	3.62
Instructional Materials, Methods and Approaches	9	4.80	4.12	.68	3.26
Use of Evaluation Results	10	4.78	4.17	.61	2.89
Use of Academic Learning Time	11	4.74	4.15	.59	2.78
Monitoring Student Progress	12	4.87	4.32	.55	2.68
Feedback and Reinforcement	13	4.81	4.39	.43	2.06

APPENDIX D

AVERAGE "DESIRED" AND AVERAGE "ACTUAL" RESPONSES TO THE COMPENSATORY EDUCATION NEEDS ASSESSMENT BY FUNCTION AND QUESTION FOR THE TOTAL PREVENTION PROGRAM

Questions by Function	Desired	Actual	Need Index	Priority Need Index
I. PROGRAM GOALS AND OBJECTIVES	4.81	3.70	1.11	5.35
1. Learning goals and objectives are selected or approved by teachers.	4.65	3.50	1.15	5.35
2. Goals focus on improving student performance.	4.85	4.15	0.70	3.39
3. Learning goals and objectives are clearly defined.	4.80	4.21	0.59	2.83
4. A value system emphasizing academic achievement is shared by staff, students and parents/community.	4.86	3.38	1.48	7.19
5. Most parents are aware of program goals.	4.90	3.26	1.64	8.04
II. COORDINATION WITH THE REGULAR SCHOOL PROGRAM/OTHER SPECIAL PROGRAMS	4.79	3.92	0.87	4.19
6. Chapter 1/Article 3 program curriculum is congruent with the regular school curriculum.	4.85	4.30	0.55	2.67
7. Special attention is focused on building good continuity across grade levels and programs.	4.80	3.95	0.85	4.08
8. Chapter 1/Article 3 teachers know how their instructional objectives fit with the regular curriculum.	4.90	4.45	0.45	2.20
9. Specific provisions are outlined for coordination between teachers in Chapter 1/Article 3 and the regular classroom.	4.65	3.50	1.15	5.35

APPENDIX D

Questions by Function	Desired	Actual	Need Index	Priority Need Index
10. Collaborative curriculum planning and decision making are typical.	4.79	3.42	1.37	6.56
III. PARENT AND COMMUNITY INVOLVEMENT	4.81	3.57	1.24	5.96
11. Procedures for involvement are clearly communicated to parents and used consistently.	4.80	3.50	1.30	6.24
12. Parents and volunteers have options for becoming involved in activities that support the instructional program.	4.79	3.53	1.26	6.03
13. Chapter 1/Article 3 staff members provide parents with information and techniques for helping students learn.	4.85	3.78	1.07	5.19
14. There is frequent two-way commication between parents and Chapter 1/Article 3 staff.	4.75	3.71	1.04	4.94
15. Parents are aware of their responsibilities for helping students learn.	4.85	3.32	1.53	4.72
IV. COMPENSATORY EDUCATION PROFESSIONAL DEVELOPMENT AND TRAINING	4.79	3.52	1.26	6.04
16. Emphasis is given to staff development/training and teacher skill building.	4.90	3.58	1.32	6.47
17. Staff development opportunities are attractive to Chapter 1/ Article 3 staff.	4.60	3.29	1.31	6.03
18. Content in staff development sessions addresses instructional issues and priorities.	4.74	3.73	1.01	4.79

APPENDIX D

Questions by Function	Desired	Actual	Need Index	Priority Need Index
19. Staff development and training are supported with time and other necessary resources.	4.90	3.22	1.68	8.23
20. Feedback from instructional observations emphasizes improving instruction and boosting student achievement.	4.79	3.80	0.99	4.74
V. LEADERSHIP	4.86	4.03	0.83	4.05
21. Compensatory education program leadership has a clear understanding of the program's goals and is able to clearly articulate them.	4.86	4.26	0.60	2.92
22. Compensatory education program leadership believes that all students can learn.	4.90	4.63	0.27	1.32
23. Leaders of compensatory education initiate organized and systematic improvement procedures.	4.90	3.92	0.98	4.08
24. Leaders of compensatory education carefully monitor new practices.	4.80	3.82	0.98	4.70
25. Leaders of compensatory education are viewed by teachers as having relevant instructional expertise as well as management skills.	4.84	3.50	1.34	6.49
VI. INSTRUCTIONAL MATERIALS, METHODS AND APPROACHES	4.80	4.12	0.68	3.26
26. Prevention teachers focus student attention on lesson objectives by stating them plainly and referring to them frequently.	4.90	4.32	0.58	2.84

APPENDIX D

Questions by Function	Desired	Actual	Need Index	Priority Need Index
27. Prevention teachers set and maintain a brisk instruction pace.	4.60	3.95	0.65	2.99
28. Academic tasks are matched to lesson content so student success rate is high.	4.80	3.89	0.91	4.37
29. Prevention teachers know which skills are of highest priority and the prerequisites needed by students to learn the skills.	4.85	4.22	0.63	3.06
30. Regular, focused reviews of key concepts and skills check on and strengthen student retention.	4.85	4.22	0.63	3.06
VII. EXPECTATIONS FOR STUDENT LEARNING AND BEHAVIOR	4.88	4.13	0.75	3.66
31. Standards for learning are both challenging and attainable.	4.85	3.90	0.95	4.61
32. An orderly, productive working atmosphere is generally maintained and time spent on classroom management is minimal.	4.86	3.57	1.29	6.27
33. Students are expected to complete their work and meet recognized standards of quality.	4.90	4.45	0.45	2.20
34. All students are given approximately the same number of response opportunities.	4.90	4.63	0.27	1.32
35. Positive techniques are the primary means of managing student behavior.	4.90	4.11	0.79	3.87
VIII. SCHOOL AND CLASSROOM CLIMATE	4.81	4.06	0.75	3.62
36. Prevention classroom behavior conforms to explicit standards.	4.75	4.00	0.75	3.56

APPENDIX D

Questions by Function	Desired	Actual	Need Index	Priority Need Index
37. A secure attractive environment is provided where the emphasis is on academic achievement.	4.90	4.47	0.43	2.11
38. Students are allowed and encouraged to develop a sense of responsibility and self-reliance.	4.90	4.10	0.80	3.92
39. Prevention teachers pay attention to student interests, problems and accomplishments both in and out of the classroom.	4.75	3.83	0.92	4.37
40. A task-oriented but relaxed prevention classroom atmosphere is maintained where students find encouragement and little criticism.	4.76	3.90	0.86	4.09
IX. USE OF ACADEMIC LEARNING TIME	4.74	4.15	0.59	2.78
41. Prevention classes and other activities start and end on time.	4.65	3.90	0.75	3.49
42. Prevention classroom routines are smooth and efficient.	4.75	4.24	0.51	2.42
43. Teachers have assignments or activities ready for students when they arrive.	4.85	4.50	0.35	1.70
44. Very little time is spent on non-learning activities.	4.63	3.84	0.79	3.66
45. Students are actively and successfully engaged in learning activities for a significant portion of each pull-out session.	4.80	4.26	0.54	2.59

APPENDIX D

Questions by Function	Desired	Actual	Need Index	Priority Need Index
X. MONITORING STUDENT PROGRESS	4.87	4.32	0.55	2.68
46. Assessment procedures routinely check student progress.	4.80	4.35	0.45	2.16
47. Prevention teachers encourage parents to keep track of student progress.	4.90	4.11	0.79	3.87
48. To check understanding, teachers ask clear questions and make sure all students have a good chance to respond.	4.90	4.53	0.37	1.81
49. Observable systems are used to monitor the academic progress and skill mastery of students.	4.90	4.37	0.53	2.60
50. Teachers use assessment results for instructional diagnosis and to evaluate their own teaching methods.	4.86	4.25	0.61	2.97
XI. FEEDBACK AND REINFORCEMENT	4.81	4.39	0.43	2.06
51. Assigned work is checked; students are given quick feedback.	4.90	4.37	0.53	2.60
52. Feedback to students is tied to learning objectives.	4.85	4.42	0.43	2.09
53. Correction or reteaching occurs in response to student errors.	4.85	4.44	0.41	1.99
54. The prevention classroom is characterized by frequent and consistent reinforcement for academic achievement and excellent behavior.	4.80	4.28	0.52	2.50
55. Feedback to students is simple and clear to help them understand and correct errors.	4.67	4.42	0.25	1.17

APPENDIX D

Questions by Function	Desired	Actual	Need Index	Priority Need Index
XII. EXCELLENCE RECOGNIZED AND REWARDED	4.83	3.93	0.90	4.35
56. Teaching excellence in the prevention compensatory education program is recognized.	4.70	3.18	1.52	7.14
57. Awards are set at several different levels of performance, providing all prevention students with opportunities for success and recognition.	4.86	4.06	0.08	3.89
58. Recognition is based on comparison to standards rather than comparison to peers.	4.90	4.43	0.47	2.30
59. Students' accomplishments for academic achievement and excellent behavior in the Chapter 1/Article 3 program are also recognized in the regular classroom and school.	4.78	3.64	1.14	5.45
60. Parents are told about student successes.	4.90	4.32	0.58	2.85
XIII. USE OF EVALUATION RESULTS	4.78	4.17	0.61	2.89
61. Compensatory education staff follow simple routines for collecting, summarizing and using student achievement information.	4.85	4.24	0.61	2.96
62. Test results, grade reports, attendance records and other methods are used to spot potential problems.	4.85	4.42	0.43	2.09
63. Assessment results are used to evaluate the program and target areas for improvement.	4.80	4.18	0.62	2.98

APPENDIX D

Questions by Function	Desired	Actual	Need Index	Priority Need Index
64. Program improvement efforts are periodically reviewed; progress is noted and the improvement focus is renewed or redirected.	4.86	3.38	1.03	5.00
65. Local Chapter 1/Article 3 evaluation results are compared to state and national results as one gauge of program effectiveness.	4.53	4.19	0.34	1.54

APPENDIX E

ELEMENTARY ACADEMIC ACHIEVEMENT AVERAGE "DESIRED" AND "ACTUAL" RESPONSES TO THE COMPENSATORY EDUCATION NEEDS ASSESSMENT RANKED ACCORDING TO FUNCTION FROM HIGHEST TO LOWEST PRIORITY NEED INDEX.

Function	Rank	Desired	Actual	Need Index	Priority Need Index
Parent and Community Involvement	1	4.42	2.98	1.44	6.37
Excellence Recognized and Rewarded	2	4.64	3.66	.99	4.58
Program Goals and Objectives	3	4.71	3.83	.88	4.16
Coordination With the Regular School Program/Other Special Programs	4	4.73	3.88	.85	4.04
Professional Development	5	4.64	3.77	.87	4.01
Instructional Materials, Methods, and Approaches	6	4.79	4.19	.60	2.87
Monitoring Student Progress	7	4.70	4.10	.60	2.82
Expectations for Student Learning and Behavior	8	4.81	4.32	.49	2.37
Leadership	9	4.73	4.24	.50	2.35
School and Classroom Climate	10	4.74	4.25	.48	2.31
Use of Evaluation Results	11	4.65	4.21	.45	2.08
Use of Academic Learning Time	12	4.75	4.34	.41	1.94
Feedback and Reinforcement	13	4.81	4.45	.36	1.73

APPENDIX F

AVERAGE "DESIRED" AND AVERAGE "ACTUAL" RESPONSES TO THE COMPENSATORY EDUCATION NEEDS ASSESSMENT BY FUNCTION AND QUESTION FOR THE TOTAL ELEMENTARY ACADEMIC ACHIEVEMENT PROGRAM

Questions by Function	Desired	Actual	Need Index	Priority Need Index
I. PROGRAM GOALS AND OBJECTIVES	4.71	3.83	0.88	4.16
1. Learning goals and objectives are selected or approved by teachers.	4.46	3.73	0.73	3.25
2. Goals focus on improving student performance.	4.86	4.38	0.48	2.33
3. Learning goals and objectives are clearly defined.	4.88	4.23	0.65	3.17
4. A value system emphasizing academic achievement is shared by staff, students and parents/community.	4.79	3.56	1.23	5.89
5. Most parents are aware of program goals.	4.57	3.24	1.33	6.08
II. COORDINATION WITH THE REGULAR SCHOOL PROGRAM/OTHER SPECIAL PROGRAMS	4.73	3.88	0.85	4.04
6. Chapter 1/Article 3 program curriculum is congruent with the regular school curriculum.	4.71	4.22	0.49	2.31
7. Special attention is focused on building good continuity across grade levels and programs.	4.79	3.83	0.96	4.60
8. Chapter 1/Article 3 teachers know how their instructional objectives fit with the regular curriculum.	4.89	4.34	0.55	2.69
9. Specific provisions are outlined for coordination between teachers in Chapter 1/Article 3 and the regular classroom.	4.70	3.54	1.16	5.45

APPENDIX F

Questions by Function	Desired	Actual	Need Index	Priority Need Index
10. Collaborative curriculum planning and decision making are typical.	4.57	3.46	1.11	5.07
III. PARENT AND COMMUNITY INVOLVEMENT	4.42	2.98	1.44	6.37
11. Procedures for involvement are clearly communicated to parents and used consistently.	4.38	3.13	1.25	5.47
12. Parents and volunteers have options for becoming involved in activities that support the instructional program.	4.36	3.02	1.34	5.84
13. Chapter 1/Article 3 staff members provide parents with information and techniques for helping students learn.	4.44	3.07	1.37	6.08
14. There is frequent two-way commication between parents and Chapter 1/Article 3 staff.	4.34	2.77	1.57	6.81
15. Parents are aware of their responsibilities for helping students learn.	4.58	2.90	1.68	7.69
IV. COMPENSATORY EDUCATION PROFESSIONAL DEVELOPMENT AND TRAINING	4.64	3.77	0.87	4.01
16. Emphasis is given to staff development/training and teacher skill building.	4.61	3.86	0.75	3.46
17. Staff development opportunities are attractive to Chapter 1/ Article 3 staff.	4.58	3.85	0.73	3.43
18. Content in staff development sessions addresses instructional issues and priorities.	4.70	3.95	0.75	5.52

APPENDIX F

Questions by Function	Desired	Actual	Need Index	Priority Need Index
19. Staff development and training are supported with time and other necessary resources.	4.62	3.52	1.10	5.08
20. Feedback from instructional observations emphasizes improving instruction and boosting student achievement.	4.67	3.67	1.00	4.67
V. LEADERSHIP	4.73	4.24	0.50	2.35
21. The building principal along with the Director of Compensatory Education have a clear understanding of the program's goals and are able to clearly articulate them.	4.84	4.10	0.74	3.58
22. The building principal along with the Director of Compensatory Education believe that all students can learn.	4.85	4.75	0.10	0.48
23. The Director of Compensatory Education initiates organized and systematic improvement procedures.	4.70	4.22	0.48	2.26
24. The Director of Compensatory Education carefully monitors new practices.	4.63	4.06	0.57	2.64
25. The Director of Compensatory Education is viewed by teachers as having relevant instructional expertise as well as management skills.	4.65	4.06	0.59	2.74
VI. INSTRUCTIONAL MATERIALS, METHODS AND APPROACHES	4.79	4.19	0.60	2.87
26. Pull-out teachers focus student attention on lesson objectives by stating them plainly and referring to them frequently.	4.78	4.16	0.62	2.96

APPENDIX F

Questions by Function	Desired	Actual	Need Index	Priority Need Index
27. Pull-out teachers set and maintain a brisk instruction pace.	4.72	4.27	0.45	2.12
28. Academic tasks are matched to lesson content so student success rate is high.	4.76	3.96	0.80	3.81
29. Pull-out teachers know which skills are of highest priority and the prerequisites needed by students to learn the skills.	4.87	4.42	0.45	2.19
30. Regular, focused reviews of key concepts and skills check on and strengthen student retention.	4.83	4.15	0.68	3.28
VII. EXPECTATIONS FOR STUDENT LEARNING AND BEHAVIOR	4.81	4.32	0.49	2.37
31. Standards for learning are both challenging and attainable.	4.89	4.31	0.58	2.84
32. An orderly, productive working atmosphere is generally maintained and time spent on classroom management is minimal.	4.78	4.27	0.51	2.44
33. Students are expected to complete their work and meet recognized standards of quality.	4.83	4.34	0.49	2.37
34. All students are given approximately the same number of response opportunities.	4.75	4.40	0.35	1.66
35. Positive techniques are the primary means of managing student behavior.	4.82	4.29	0.53	2.55
VIII. SCHOOL AND CLASSROOM CLIMATE	4.74	4.25	0.48	2.31
36. Pull-out classroom behavior conforms to explici[illegible] standards.	4.74	4.25	0.49	2.32

APPENDIX F

Questions by Function	Desired	Actual	Need Index	Priority Need Index
37. A secure attractive environment is provided where the emphasis is on academic achievement.	4.76	4.19	0.57	2.71
38. Students are allowed and encouraged to develop a sense of responsibility and self-reliance.	4.80	4.30	0.50	2.40
39. Pull-out teachers pay attention to student interests, problems and accomplishments both in and out of the classroom.	4.62	4.22	0.40	1.85
40. A task-oriented but relaxed pull-out classroom atmosphere is maintained where students find encouragement and little criticism.	4.77	4.29	0.48	2.29
IX. USE OF ACADEMIC LEARNING TIME	4.75	4.34	0.41	1.94
41. Pull-out classes and other activities start and end on time.	4.71	4.24	0.47	2.21
42. Pull-out classroom routines are smooth and efficient.	4.76	4.23	0.53	2.52
43. Teachers have assignments or activities ready for students when they arrive.	4.80	4.50	0.30	1.44
44. Very little time is spent on non-learning activities.	4.70	4.38	0.32	1.50
45. Students are actively and successfully engaged in learning activities for a significant portion of each pull-out session.	4.79	4.37	0.42	2.01

APPENDIX F

Questions by Function	Desired	Actual	Need Index	Priority Need Index
X. MONITORING STUDENT PROGRESS	4.70	4.10	0.60	2.82
46. Assessment procedures routinely check student progress.	4.75	4.34	0.41	1.95
47. Pull-out teachers encourage parents to keep track of student progress.	4.46	3.23	1.23	5.49
48. To check understanding, teachers ask clear questions and make sure all students have a good chance to respond.	4.77	4.47	0.30	1.43
49. Observable systems are used to monitor the academic progress and skill mastery of students.	4.76	4.24	0.52	2.48
50. Teachers use assessment results for instructional diagnosis and to evaluate their own teaching methods.	4.76	4.22	0.54	2.57
XI. FEEDBACK AND REINFORCEMENT	4.81	4.45	0.36	1.73
51. Assigned work is checked; students are given quick feedback.	4.84	4.49	0.35	1.69
52. Feedback to students is tied to learning objectives.	4.80	4.51	0.29	1.39
53. Correction or reteaching occurs in response to student errors.	4.84	4.49	0.35	1.69
54. The pull-out classroom is characterized by frequent and consistent reinforcement for academic achievement and excellent behavior.	4.75	4.31	0.44	2.09
55. Feedback to students is simple and clear to help them understand and correct errors.	4.84	4.47	0.37	1.79

APPENDIX F

Questions by Function	Desired	Actual	Need Index	Priority Need Index
XII. EXCELLENCE RECOGNIZED AND REWARDED	4.64	3.66	0.99	4.58
56. Teaching excellence in the pull-out compensatory education program is recognized.	4.75	3.44	1.31	6.22
57. Awards are set at several different levels of performance, providing all pull-out students with opportunities for success and recognition.	4.54	3.80	0.74	3.36
58. Recognition is based on comparison to standards rather than comparison to peers.	4.75	4.24	0.51	2.42
59. Students' accomplishments for academic achievement and excellent behavior in the Chapter 1/Article 3 program are also recognized in the regular classroom and school.	4.58	3.27	1.31	6.00
60. Parents are told about student successes.	4.60	3.54	1.06	4.88
XIII. USE OF EVALUATION RESULTS	4.65	4.21	0.45	2.08
61. Compensatory education staff follow simple routines for collecting, summarizing and using student achievement information.	4.69	4.12	0.57	2.67
62. Test results, grade reports, attendance records and other methods are used to spot potential problems.	4.75	4.28	0.47	2.23
63. Assessment results are used to evaluate the program and target areas for improvement.	4.72	4.35	0.37	1.75

APPENDIX F

Questions by Function	Desired	Actual	Need Index	Priority Need Index
64. Program improvement efforts are periodically reviewed; progress is noted and the improvement focus is renewed or redirected.	4.70	4.17	0.53	2.49
65. Local Chapter 1/Article 3 evaluation results are compared to state and national results as one gauge of program effectiveness.	4.41	4.11	0.30	1.32

APPENDIX G

SECONDARY ACADEMIC ACHIEVEMENT AVERAGE "DESIRED" AND "ACTUAL" RESPONSES TO THE COMPENSATORY EDUCATION NEEDS ASSESSMENT RANKED ACCORDING TO FUNCTION FROM HIGHEST TO LOWEST PRIORITY NEED INDEX.

Function	Rank	Desired	Actual	Need Index	Priority Need Index
Parent and Community Involvement	1	4.47	2.63	1.84	8.23
Excellence Recognized and Rewarded	2	4.37	2.52	1.85	8.06
Instructional Materials, Methods, and Approaches	3	4.50	2.79	1.71	7.68
Leadership	4	4.80	3.27	1.53	7.33
Expectations for Student Learning and Behavior	5	4.67	3.12	1.55	7.22
Coordination With Regular School Program/Other Special Programs	6.5	4.58	3.02	1.55	7.10
School and Classroom Climate	6.5	4.47	2.88	1.59	7.10
Feedback and Reinforcement	8	4.63	3.14	1.49	6.92
Use of Evaluation Results	9	4.40	2.91	1.49	6.56
Monitoring Student Progress	10	4.57	3.15	1.42	6.48
Program Goals and Objectives	11	4.67	3.45	1.22	5.70
Professional Development	12	4.50	3.25	1.25	5.63
Use of Academic Learning Time	13	4.60	3.56	1.04	4.78

APPENDIX H

AVERAGE "DESIRED" AND AVERAGE "ACTUAL" RESPONSES TO THE COMPENSATORY EDUCATION NEEDS ASSESSMENT BY FUNCTION AND QUESTION FOR THE TOTAL SECONDARY ACADEMIC ACHIEVEMENT PROGRAM

Questions by Function	Desired	Actual	Need Index	Priority Need Index
I. **PROGRAM GOALS AND OBJECTIVES**	4.67	3.45	1.22	5.70
1. Learning goals and objectives are selected or approved by teachers.	4.17	3.67	0.05	2.08
2. Goals focus on improving student performance.	4.57	3.83	0.74	3.38
3. Learning goals and objectives are clearly defined.	4.83	4.20	0.63	3.04
4. A value system emphasizing academic achievement is shared by staff, students and parents/community.	5.00	3.17	1.83	9.15
5. Most parents are aware of program goals.	4.80	2.40	2.40	11.52
II. **COORDINATION WITH THE REGULAR SCHOOL PROGRAM/OTHER SPECIAL PROGRAMS**	4.58	3.02	1.55	7.10
6. Chapter 1/Article 3 program curriculum is congruent with the regular school curriculum.	4.67	3.60	1.07	5.00
7. Special attention is focused on building good continuity across grade levels and programs.	4.71	3.57	1.14	5.37
8. Chapter 1/Article 3 teachers know how their instructional objectives fit with the regular curriculum.	4.67	3.20	1.47	6.87
9. Specific provisions are outlined for coordination between teachers in Chapter 1/Article 3 and the regular classroom.	4.50	2.75	1.75	7.87

Questions by Function	Desired	Actual	Need Index	Priority Need Index
10. Collaborative curriculum planning and decision making are typical.	4.33	2.00	2.33	10.09
III. PARENT AND COMMUNITY INVOLVEMENT	4.47	2.63	1.84	8.23
11. Procedures for involvement are clearly communicated to parents and used consistently.	4.33	3.00	1.33	5.76
12. Parents and volunteers have options for becoming involved in activities that support the instructional program.	4.17	2.60	1.57	6.55
13. Chapter 1/Article 3 staff members provide parents with information and techniques for helping students learn.	4.67	2.67	2.00	9.34
14. There is frequent two-way commication between parents and Chapter 1/Article 3 staff.	4.33	2.60	1.73	7.49
15. Parents are aware of their responsibilities for helping students learn.	4.86	2.29	2.57	12.49
IV. COMPENSATORY EDUCATION PROFESSIONAL DEVELOPMENT AND TRAINING	4.50	3.25	1.25	5.63
16. Emphasis is given to staff development/training and teacher skill building.	4.67	2.83	1.84	8.59
17. Staff development opportunities are attractive to Chapter 1/ Article 3 staff.	4.33	3.00	1.33	5.76
18. Content in staff development sessions addresses instructional issues and priorities.	4.50	3.30	1.50	6.75

Questions by Function	Desired	Actual	Need Index	Priority Need Index
19. Staff development and training are supported with time and other necessary resources.	4.33	3.67	0.66	2.86
20. Feedback from instructional observations emphasizes improving instruction and boosting student achievement.	4.67	3.75	0.92	4.30
V. LEADERSHIP	4.80	3.27	1.53	7.33
21. The building principal along with the Director of Compensatory Education have a clear understanding of the program's goals and are able to clearly articulate them.	4.83	3.80	1.03	4.97
22. The building principal along with the Director of Compensatory Education believe that all students can learn.	4.83	4.00	0.83	4.01
23. The Director of Compensatory Education initiates organized and systematic improvement procedures.	4.83	3.00	1.83	8.84
24. The Director of Compensatory Education carefully monitors new practices.	4.83	2.75	2.08	10.05
25. The Director of Compensatory Education is viewed by teachers as having relevant instructional expertise as well as management skills.	4.67	2.80	1.87	8.73
VI. INSTRUCTIONAL MATERIALS, METHODS AND APPROACHES	4.50	2.79	1.71	7.68
26. Pull-out teachers focus student attention on lesson objectives by stating them plainly and referring to them frequently.	4.33	3.00	1.33	5.76

Questions by Function	Desired	Actual	Need Index	Priority Need Index
27. Pull-out teachers set and maintain a brisk instruction pace.	4.17	2.80	1.37	5.71
28. Academic tasks are matched to lesson content so student success rate is high.	4.67	2.67	2.00	9.43
29. Pull-out teachers know which skills are of highest priority and the prerequisites needed by students to learn the skills.	4.50	2.50	2.00	9.00
30. Regular, focused reviews of key concepts and skills check on and strengthen student retention.	4.83	3.00	1.83	8.84
VII. EXPECTATIONS FOR STUDENT LEARNING AND BEHAVIOR	4.67	3.12	1.55	7.22
31. Standards for learning are both challenging and attainable.	4.67	2.75	1.92	8.97
32. An orderly, productive working atmosphere is generally maintained and time spent on classroom management is minimal.	4.83	3.17	1.66	8.02
33. Students are expected to complete their work and meet recognized standards of quality.	4.83	3.40	1.43	6.91
34. All students are given approximately the same number of response opportunities.	4.17	3.67	0.50	2.08
35. Positive techniques are the primary means of managing student behavior.	4.83	2.60	2.23	10.77
VIII. SCHOOL AND CLASSROOM CLIMATE	4.47	2.88	1.59	7.10
36. Pull-out classroom behavior conforms to explicit standards.	4.17	2.20	1.97	8.21

APPENDIX H

	Questions by Function	Desired	Actual	Need Index	Priority Need Index
37.	A secure attractive environment is provided where the emphasis is on academic achievement.	4.67	3.33	1.34	6.26
38.	Students are allowed and encouraged to develop a sense of responsibility and self-reliance.	4.50	3.20	1.30	5.85
39.	Pull-out teachers pay attention to student interests, problems and accomplishments both in and out of the classroom.	4.50	2.83	1.67	7.51
40.	A task-oriented but relaxed pull-out classroom atmosphere is maintained where students find encouragement and little criticism.	4.50	2.83	1.67	7.51
IX.	**USE OF ACADEMIC LEARNING TIME**	4.60	3.56	1.04	4.78
41.	Pull-out classes and other activities start and end on time.	4.83	4.40	0.43	2.08
42.	Pull-out classroom routines are smooth and efficient.	4.50	3.20	1.30	5.85
43.	Teachers have assignments or activities ready for students when they arrive.	4.67	4.20	0.47	2.19
44.	Very little time is spent on non-learning activities.	4.67	3.00	1.67	7.80
45.	Students are actively and successfully engaged in learning activities for a significant portion of each pull-out session.	4.33	3.00	1.33	5.76

Questions by Function	Desired	Actual	Need Index	Priority Need Index
X. MONITORING STUDENT PROGRESS	4.57	3.15	1.42	6.48
46. Assessment procedures routinely check student progress.	4.33	3.50	0.83	3.59
47. Pull-out teachers encourage parents to keep track of student progress.	4.50	2.75	1.75	7.87
48. To check understanding, teachers ask clear questions and make sure all students have a good chance to respond.	4.67	3.25	1.42	6.63
49. Observable systems are used to monitor the academic progress and skill mastery of students.	4.67	3.25	1.42	6.63
50. Teachers use assessment results for instructional diagnosis and to evaluate their own teaching methods.	4.67	3.00	1.67	7.80
XI. FEEDBACK AND REINFORCEMENT	4.63	3.14	1.49	6.92
51. Assigned work is checked; students are given quick feedback.	4.67	3.50	1.17	5.46
52. Feedback to students is tied to learning objectives.	4.67	3.00	1.67	7.80
53. Correction or reteaching occurs in response to student errors.	4.50	3.00	1.50	6.75
54. The pull-out classroom is characterized by frequent and consistent reinforcement for academic achievement and excellent behavior.	4.50	3.20	1.30	5.85
55. Feedback to students is simple and clear to help them understand and correct errors.	4.83	3.00	1.83	8.84

Questions by Function	Desired	Actual	Need Index	Priority Need Index
XII. EXCELLENCE RECOGNIZED AND REWARDED	4.37	2.52	1.85	8.06
56. Teaching excellence in the pull-out compensatory education program is recognized.	4.50	2.60	1.90	8.55
57. Awards are set at several different levels of performance, providing all pull-out students with opportunities for success and recognition.	4.00	2.50	1.50	6.00
58. Recognition is based on comparison to standards rather than comparison to peers.	4.00	2.50	1.50	6.00
59. Students' accomplishments for academic achievement and excellent behavior in the Chapter 1/Article 3 program are also recognized in the regular classroom and school.	4.50	2.20	2.30	10.35
60. Parents are told about student successes.	4.83	2.80	2.03	9.81
XIII. USE OF EVALUATION RESULTS	4.40	2.91	1.49	6.56
61. Compensatory education staff follow simple routines for collecting, summarizing and using student achievement information.	4.50	2.80	1.70	7.65
62. Test results, grade reports, attendance records and other methods are used to spot potential problems.	4.83	3.00	1.83	8.84
63. Assessment results are used to evaluate the program and target areas for improvement.	4.17	3.20	0.97	4.04

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Questions by Function	Desired	Actual	Need Index	Priority Need Index
64. Program improvement efforts are periodically reviewed; progress is noted and the improvement focus is renewed or redirected.	4.33	2.80	1.53	6.62
65. Local Chapter 1/Article 3 evaluation results are compared to state and national results as one gauge of program effectiveness.	4.17	2.75	1.42	5.92